

PRACTICE RECEPTIONIST PROGRAMME

PRP

PROGRAMME GUIDE

flexible learning for
administrative staff in primary care

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Introduction

The Benefits of PRP

To the practice:

- an atmosphere of friendly efficiency so that patients are put at ease
- improvements in all administrative procedures
- greater efficiency and financial effectiveness
- greater awareness of the importance of confidentiality
- enhanced morale and a sense of responsibility among staff
- greater confidence in the accurate collection of information
- better use of information technology
- potential for learning to be completed at a time convenient to the practice.

To the learner:

- an opportunity to improve personal effectiveness
- a better understanding of everyone's role in the team
- opportunities to contribute to practice efficiency
- confidence in dealing effectively with distressed and difficult patients
- course work and textbooks of lasting value for future reference
- a certificate which is respected and recognised nationally.

The Syllabus and Learning Outcomes

PRP is divided into three parts. Within each part the workbooks clearly state their aims and expected learning outcomes.

PRP Part 1

Workbook One: The changing NHS

When you have completed this workbook you will:

- understand how the NHS is structured
- be able to describe the three types of enhanced service for which your GP can receive a payment
- be able to explain how the Quality and Outcomes Framework (QOF) works
- know what Practice Based Commissioning (PBC) is and say how it can change patient care.

Workbook Two: The primary healthcare team

When you have completed this workbook you will:

- understand what a team is
- understand what aids and what prevents good teamwork
- understand the importance of teamwork
- understand the cycle of teams
- understand the role the receptionist has to play in the primary healthcare team (PHCT)
- be able to contribute effectively to team efforts.

Workbook Three: Communication

When you have completed this workbook you will:

- be able to use a variety of methods to communicate more effectively with patients and colleagues
- be able to identify, and review, your own style of communication
- be able to identify difficult communication situations and discover ways of dealing with them
- be able to recommend ways to improve communication where you work.

Workbook Four: Chaperoning and the receptionist

When you have completed this workbook you will be able to:

- understand the need for chaperoning in primary care
- explain the key reasons for chaperoning
- say how the professional bodies view chaperoning
- start a review of chaperoning policy where you work.

Workbook five: Confidentiality and the receptionist

When you have completed this workbook you will:

- understand patients' rights to treatment and confidentiality
- understand the receptionist's role in maintaining confidentiality
- have begun to consider where patient confidentiality could be improved where you work.

Workbook Six: Prescriptions and the receptionist

When you have completed this workbook you will able to:

- identify the components of a prescription
- outline a system for effective handling of repeat prescriptions
- identify information about generic and proprietary names of drugs and sources of information available in the surgery

- state two reasons for the use of drug formularies and their value in effective prescribing
- explain the role of the community pharmacist, especially the legal and professional responsibilities when dispensing prescriptions.

Workbook Seven: Records and practical reception skills

When you have completed this workbook you will:

- understand the history and legal aspects of medical records
- understand the importance of medical records
- understand and be able to make effective use of practice record keeping
- recognise the qualities and practical skills of a good receptionist
- understand your role in supporting practice procedures.

Workbook Eight: Information management and technology

When you have completed this workbook you will understand:

- the possible applications of a computer
- the possible use of information held on a computer
- the problems that can occur when information is not complete
- the role of Connecting for Health
- the issues surrounding equipment and data security.

PRP Part 2

Workbook One: Self-development

When you have completed this workbook you will understand:

- that your preferred methods of learning are different from others'
- where to gain feedback that can help you identify your self-development needs
- how to construct a self-development programme
- how to set meaningful self-development objectives
- your main objectives for PRP2.

Workbook Two: Managing aggression and violence

When you have completed this workbook you will:

- understand the key role of communication in dealing with conflict and aggression
- have considered ways to defuse potentially violent situations
- have conducted a security audit of your practice.

Workbook Three: The patient's right to choice

When you have completed this workbook you will:

- be able to identify the positive and negative effects of the Patient's Charter
- be able to say how the 'expectations' and 'responsibilities' approach will work
- be able to identify the work of PALS
- understand the complaints procedure used in general practice
- be able to identify your rights as a receptionist.

Workbook Four: Customer care

When you have completed this workbook you will:

- understand the main principles of customer care
- be able to recognise internal and external customers
- describe a customer service chain and identify potential weaknesses
- have begun to review your customer care standards where you work.

Workbook Five: Audit

When you have completed this workbook you will understand:

- the process of audit
- the purpose of audit
- the sequence of events in an audit cycle
- the possible applications of audit
- the possible use of information held in medical records to help with audit.

Workbook Six: Medical terminology

When you have completed this workbook you will:

- understand the origin of medical terminology
- understand how medical terms are constructed
- be able to recognise the component parts of medical terms.

Workbook Seven: Time management

When you have completed this workbook you will:

- be able to explain why poor use of time makes you feel stressed
- understand the main principles of priority setting
- be able to say 'No' with confidence
- have started an action plan to make yourself more productive.

PRP Part 3

Workbook One: Health and Safety

When you have completed this workbook you will:

- understand the main principles of health and safety at work
- be able to conduct a health and safety audit of your workplace
- be able to identify hazardous substances that are a definite risk to health at work
- have considered the health and safety implications of the Disability Discrimination Act.

Workbook Two: Access to services

When you have completed this workbook you will:

- understand the overall problems of accessing services
- understand the difficulties certain patients may have in trying to access services
- understand the visible and invisible 'barriers' to services
- understand how these problems and difficulties may be overcome
- develop a plan to help overcome problems, difficulties and barriers.

Workbook three: Clinical governance and quality

When you have completed this workbook you will:

- be able to say what clinical governance is
- be able to list activities that could be described as contributing to clinical governance
- be able to identify tools and techniques that can aid clinical governance
- be able to make suggestions that will help your practice improve the service that it gives.

Workbook four: Public health

When you have completed this workbook you will:

- understand the purpose of public health and health promotion
- understand the role of the wider practice team in health promotion
- understand the part you can play in health-promotion activities
- consider how patients' attitudes can prevent a practice reaching their health promotion targets
- understand how these problems and difficulties may be overcome
- develop a plan to help overcome problems, difficulties and barriers.

Workbook Five: Understanding bereavement

When you have completed this workbook you will:

- feel more confident when dealing with bereaved patients
- be more able to respond to the needs of the bereaved

- understand the emotions of bereaved people
- understand the aspects of bereavement and the healing process
- be aware of the special anguish following the death of a child
- be aware of different cultural and religious attitudes to death
- know more about the organisations which help both the dying and bereaved.

Workbook Six: Managing stress

When you have completed this workbook you will:

- understand the meaning of stress
- recognise the symptoms of stress
- understand the causes of stress
- understand how people respond to stress
- develop ways of coping with stress (in yourself and others)
- develop a personal action plan to combat stress at home and at work.

Workbook Seven: Primary care and beyond

When you have completed this workbook you will:

- have considered the recent changes within primary care
- have discussed what effect the changes have had on where you work
- have looked at where you think primary care is going.

Workbook Eight: First Aid

When you have completed this workbook, the practical First Aid session and read the accompanying text, you will:

- be familiar with the aims of first aid
- understand what to do with an unconscious patient
- understand what to do with an bleeding patient
- know how and when to summon aid
- be able to deal with emergency telephone calls quickly and efficiently
- be able to act in accordance with the practice protocol when dealing with emergencies.

The learner's pack

The material provided by Radcliffe for learners studying by distance learning or attending a formal course is almost identical.

Each learner will receive:

- Interactive workbooks for each part
- The Receptionist's Handbook for each part
- Accompanying first aid text with Part 3
- PRP certificate of achievement upon successful completion of each part.

Distance learners also receive:

- A registration form for each part
- A training record for each part
- External assessment of their assignment for each part.

Certificate

Upon successful completion of each part of the programme, the learner will be issued with a certificate of achievement.

For formal learning courses the course organiser advises Radcliffe of how many certificates will be needed. Radcliffe will then send blank certificates for the organiser to complete and award to the learners.

For distance learning Radcliffe will award the certificate upon successful completion of each part of the programme.

Formal Qualification

AMSPAR recognises PRP *'as being suitable for AMSPAR qualifications'* and those who successfully complete PRP Parts 1, 2 and 3 are eligible to apply at an approved AMSPAR centre to sit the assignment. Successful participants will receive The AMSPAR Certificate in Health Service Administration. The AMSPAR website www.AMSPAR.co.uk provides further information on approved centres and the fees involved.

PRP is also invaluable in supporting learners to gain evidence towards the underpinning knowledge required for the S/NVQ Administration level 2. Those who want to gain formal qualification using PRP will need to contact the appropriate awarding body who will supply the details of local centres accredited to offer the award. These local centres will be able to assist with any further queries.

In practice, the vast majority of learners are primarily interested in acquiring knowledge with the benefit of portfolio development and a verified certificate of achievement. These are the essential tools provided by PRP.

The Study Options

Independent study - *Distance learning*

Introduction

Each part of the PRP programme is self-supporting, enabling individual learners to complete the programme via distance learning at times convenient to themselves and their workplace. This flexible option enables those who are unable to attend a formal group study course either due to geographical location, restraints on time or domestic circumstances to complete the programme.

We do not set a deadline for completion, those studying by distance learning can complete it at their own pace with the support of a work-based mentor who would normally be the Practice Manager or a more experienced colleague.

Each learner must have their own set of material. Learners and mentors receive guidelines which fully explain the structure and requirements of the programme and Radcliffe's Education Department are always available to assist should there be any questions.

The Mentor's Role

The learner's work-based mentor would normally be a Practice Manager, Senior Receptionist, Practice Nurse or GP working within the learner's practice. The mentor's most important role is to provide advice and encouragement as the learner works through the course.

The mentor will also have the responsibility to confirm that each workbook has been completed to a satisfactory standard in accordance with guidelines indicated on the Training Record. To assist in this Radcliffe provides a Mentor's Pack for each part which contains model answers and guidance. This information should be used in conjunction with the mentor's own experience and knowledge of local and practice policy.

The Workbooks

The learner needs to complete at least six workbooks from each part although we would recommend that all of the workbooks are completed to gain the full benefit from the material. Where relevant the first page of each workbook states which chapter of the handbook supports the learning outcomes in that workbook.

The Assignment

The learner will be required to complete an assignment of around 500 words for each part of PRP. The assignment should clearly identify a problem in the workplace or review an existing procedure and offer a solution which is workable and relevant. The assignment tips at the end of this guide explain in detail what is required and suggest how the assignment should be constructed. These should be read carefully by the learner and their mentor to ensure the objectives of the assignment are clearly understood.

These assignments are graded by an external assessor and learners must achieve a minimum grade of '*satisfactory*' in all areas to be eligible to receive a certificate.

Certificate

A certificate of achievement is awarded by Radcliffe upon successful completion of each part.

Successful completion means that the learner has completed the workbooks and assignment to a satisfactory standard.

Group study - *Formal learning*

Organising a Course

This is still the most popular way of completing PRP. Learners benefit from attending group sessions and not only learn from the speaker but also from each other.

PRP can be organised by experienced course organisers, primary care organisations, educational institutes and independent trainers. The programme's flexible format allows the course organiser to decide whether to organise workshops for all or a selection of the workbooks. The exact format of the sessions is left to the discretion and expertise of the organiser or tutor. However we have included a suggested outline for the delivery of the sessions; this is based on the experience of course organiser's who have delivered successful courses over many years.

Depending on local circumstances, organisers may even decide to run the course on a completely distance learning basis. In this case the organiser will need to consider the exact extent of their or their tutor's involvement and let Radcliffe know, we can then ensure that we provide the correct material at the correct price. Ideally the organiser will collate all of the paperwork and will be responsible for grading the assignments and printing the certificates. However, external assessment of the assignment can be arranged through our independent external assessor for an additional charge as can the printing of the certificates.

Each learner requires their own set of material and they must complete at least six workbooks from each part, although we would recommend that all of the workbooks are completed to gain the full benefit from the material. Where relevant the first page of each workbook states which chapter of the handbook supports the learning outcomes in that workbook.

Where a learner has missed the workshop they should complete the work independently and the tutor or organiser should sign to say the learner has completed the work.

The PRP Assignment

Learners should complete an assignment of around 500 words for each part. The assignment should clearly identify a problem in the workplace or review an existing procedure and offer a solution which is workable and relevant. The assignment tips at the end of this guide explain in detail what is required and suggest how the assignment should be constructed. These should be read carefully by the learner to ensure the objectives of the assignment are clearly understood. The organiser/tutor should also discuss these with the learners and ensure they are clear on the requirements and the timescale.

The organiser, tutor or a suitably qualified person appointed by the organiser should grade the assignments. Radcliffe provides an Assessment Record with each pack of material for this purpose, alternatively we are happy for organisers to use their own system as long as the basic grading structure remains similar.

The grading structure and requirements are the same for both formal and distance learning. The learner must achieve a satisfactory grade in each area to be eligible to receive their certificate. The Assignment Marking Criteria which is included at the end of this guide provides guidance on how to grade the assignments.

For your first course we ask to see a copy of the highest and lowest graded assignments with the corresponding grades and comments, to ensure all our organisers are working to similar standards.

Some course organisers have expressed a wish to choose an alternative assignment for their learners. Radcliffe is happy to allow this in principle, as long as we are approached first with an outline of the alternative assignment for approval. This keeps us aware of what is happening and helps us to ensure that the work done by all learners is comparable.

One of the alternatives we have agreed upon in the past is a combined assignment for all three parts. This would be of around 1500 words and be of the same nature as the individual assignments but far more in depth. This works well where an organiser is combining all three parts into one course.

We have also been approached with the suggestion that the learners complete case studies in place of the assignments. Again, in principle we would be happy with a course organiser setting case studies for their learners in replacement of the standard assignment – please just contact us with an outline of what you are planning to do for approval.

Those organisers who are planning on taking their learners through to complete *The AMSPAR Certificate in Health Service Administration*, NVQ or similar qualification may, after consulting with Radcliffe waive the need for their learners to complete an assignment of any form. This is in recognition of the fact that for any of these exams additional work will already be required of the learner e.g for *The AMSPAR Certificate in Health Service Administration* they will need to submit an assignment set by AMSPAR.

The Organiser's Role

The organiser's role is to co-ordinate all administrative matters, from recruiting to accounting, collecting course fees, booking venues and inviting suitably qualified speakers to lecture on the chosen topics. The role of organiser is often combined with that of tutor; the organiser may also undertake the role of speaker on one or more of the sessions.

The Tutor's Role

Each session should be chaired by a tutor who must be an experienced trainer with a genuine interest and understanding of the concept of practice staff training, combined with enthusiasm, commitment and leadership qualities. The tutor is responsible for introducing the speakers, ensuring the session runs smoothly, supervising the group work, as well as guiding and summarising the plenary session. The tutor may also combine this role with that of speaker on some sessions.

The Speaker's Role

The success of the course will depend on the expertise and presentation of the speakers invited for each topic. It is important that speakers clearly address the identified learning outcomes contained in each workbook and keep within the parameters of the course.

If you do not know the best or most suitable people in your area, you should seek advice from your local primary care organisation or strategic health authority. Suggestions on the type of individuals that are appropriate as speakers appear under 'guidance on delivery'.

The Course Registration Form and Action Plan

Paperwork is very simple; our course registration form/action plan has been designed to keep Radcliffe up to date with what you are planning and to make sure that we support you in the right way at the right time. The form is straightforward, all you need to do is complete it at each stage in the cycle, always sending us a photocopy. Alternatively, you can provide the information in your own format using a method which suits the way you like to work.

The Organiser or Tutor's Pack

When you are ready to start planning your course just let us know by returning the completed registration form. Radcliffe will then send a tutor's pack out to you on loan if you have not already received one. The tutor's pack comprises of; a set of learner's material, model answers, guidance on the assignments and the following course stationery.

- **Information Leaflets** (if requested) – to distribute with your course details to advertise your course locally.
- **Master Register** – to record the details of the learners who will be attending the course.
- **Attendance Sheet** – ALL learners must sign the Attendance Sheet every week. Where a workshop is not organised to cover a workbook, or where a learner has missed the workshop but completed the work independently, the tutor or organiser should sign to say the learner has completed the work. The course organiser/tutor should also sign to confirm that the learner's assignment has been successfully completed and that the certificate of achievement will be issued. Certificates should only be issued to those who have completed a minimum of six workbooks and the assignment. This form must be returned to Radcliffe at the end of each course so that we have an accurate record of those who have attended each course and received a certificate.
- **Evaluation Forms** – to record any comments from the organiser, tutor or speakers to aid Radcliffe in the continual development of the programme.
- **Post-course Questionnaire** – records comments from learners on all aspects of the course and its organisation; helpful to both the course organiser and Radcliffe.

The tutors pack is provided on a long term loan basis, you retain the material for as long as you are organising the courses. If you decide you are no longer able to organise the courses then the tutors pack should be returned to Radcliffe.

Ordering the Learner's Material

Orders for the learner's material must arrive **at least** one week before the course is due to begin. Completing Stage 2 of the course registration form/action plan is a good way of confirming the details of the course to us when you place your order.

Payment is always required for your first order before we can despatch the material. If appropriate we can then arrange for an account to be opened upon completion of the necessary forms.

We require a minimum of five clear working days from the receipt of the order (and payment if required) to deliver the material to you using our standard delivery service. Orders received with less than five working days notice may be charged at a higher delivery rate. For details of our current delivery charges please contact the Education Department at Radcliffe. If further learners enrol on the course after you have ordered your packs just send your order (and payment if required) for the extra sets to us. We will always endeavour to get these packs to you in time for the start of the course, or the next session, if the course has already commenced. Delivery is always free for additional packs ordered.

Unused packs can either be retained by the organiser for use on a future course or they can be returned to Radcliffe and we will issue a credit for each set received in **re-saleable** condition.

Certificates

Please complete Stage 3 of the course registration form/action plan and send a copy to Radcliffe. Alternatively you can request the number of certificates over the phone or by email. Upon receipt Radcliffe will despatch the blank certificates for completion, we always include a couple of spares in case of errors or printing problems.

Some organisers like to meet up with the learners to present those who qualify with their certificate of achievement, or arrange a presentation event and invite a prominent individual to present the certificates.

At the End of the Course

The completed course stationery should now be returned to Radcliffe. The Attendance Sheet is the most important as we need to record the names of those who have attended and completed the course in case of future queries. The Post-course Questionnaires are also very important as they enable us to continue to meet the requirements of our customers.

Suggested Outline for the Delivery of Sessions

If workshops are being organised for learners, the format, length and number of sessions are left to the organiser's expertise. Speakers should familiarise themselves with the content and the learning outcomes prior to the start of the course. The following is an example of how a typical session might be set out:

5 minutes Learners arrive.

15 minutes **For the first session** the organiser/tutor should introduce themselves. Learners should also be asked to introduce themselves. The course material should be handed out to the learners and the course should be introduced. This is also a good time to give the learners a copy of the post-course questionnaire so they can comment on each session whilst it is fresh in their minds.

In subsequent sessions the previous sessions activities are reviewed to consolidate learning and any additional work that was set should be discussed.

35 minutes Presentation of the session topic. The speaker should be introduced and the learning outcomes explained. Speakers should be encouraged to keep their presentation within this time period to allow for discussion.

10 minutes Break for refreshments.

45 minutes Activities/group work. Each group should be given guidance on issues to be discussed and questions to answer. Activities are provided in the workbooks for each topic.

10 minutes Break for refreshments.

35 minutes Plenary Session. Learners return for an open forum on the session's work, chaired by the tutor/organiser. Each group should present the conclusions reached in their discussions, and the others are invited to comment. It is anticipated that the speaker will be willing to contribute to the debate.

15 minutes The speaker should be thanked and a brief outline provided of the next session's topic. Any additional work should be set. The first session would be a good time to discuss the assignment and hand out the Assignment Tips so that learners can begin to plan their assignment.

At the end of each session the Attendance Sheet should be signed to say that the learner has completed that workbook. If the workbook activities have been set as additional work then the Attendance Sheet should be signed once that work has been completed.

The organiser must decide at which point in the course that the learners should submit their assignments for assessment, and communicate this clearly. Some organisers specify a date after the course has finished and then arrange a presentation evening or session to award the

certificates and return the graded assignments. This is entirely at the discretion of the organiser.

Please note that for the First Aid module in Part 3 it is essential to have appropriately qualified first aid trainers, e.g. from the emergency services (fire, police, ambulance), large companies providing occupational health services or from voluntary organisations (Red Cross, St John's Ambulance). The content of this module is designed to be used alongside the Emergency First Aid at Work course.

Suggested Speakers

The following is a *guide* as to the type of person who would be an appropriate speaker for each of the workbooks. However, anyone who is suitably experienced in the subject to be covered could be used.

PRP Part 1

The changing NHS - PCT personnel, GP or experienced practice manager

The primary healthcare team - experienced member of the health care team

Communication - trainer, college lecturer or experienced practice manager

Chaperoning and the receptionist - GP, Nurse experienced practice manager

Confidentiality and the receptionist - GP, practice manager, representative of the Medical Defence Committee

Prescriptions and the receptionist - Community pharmacist or pharmaceutical advisor

Records and practical reception skills - Experienced college lecturer, practice manager or experienced receptionist

Information management and technology - PCT IT manager or support officer or college lecturer in IT

PRP Part 2

Self Development - HR manager, practice manager or college lecturer

Managing Aggression and Violence - GP, practice manager or crime prevention officer

The Patient's Right to Choice - PCT manager or GP

Customer Care - PCT manager or practice manager

Audit - PCT manager or practice manager

Medical Terminology - GP, lecturer, nurse tutor or practice nurse

Time Management - Practice manager or trainer

PRP Part 3

Health and Safety - GP, practice manager or health and safety officer

Access to Services - GP, practice manager, PCT manager

Clinical Governance and quality - GP, practice manager, PCT manager

Public Health - Specialist in public health

Understanding Bereavement - Counsellor, undertaker or someone with particular expertise in the subject to ensure this difficult subject is handled appropriately

Managing Stress - Counsellor or specialist trainer

Primary Care and Beyond - PCT chief officer or Health Action Zone (HAZ) manager

First Aid - It is essential to have appropriately qualified first aid trainers, e.g. from the emergency services (fire, police, ambulance), large companies providing occupational health services or from voluntary organisations (Red Cross, St John's Ambulance).

Personal Development Plans - Trainer

Guidance for Tutors and Mentors

PRP has been written with adult learners in mind. The learning throughout is self-directed and flexible, it can be worked through at the learner's own pace, with support dependent on local circumstances.

The programme has been designed to help learners gain the maximum benefit from their open learning programme. Each one will come to the programme with their own specific needs, their own level of motivation, and with a value system that will influence their response to the materials. The tutor and mentor need to be aware of this, especially if material is being presented to groups of varying experience at the same time. Here the tutor or mentor has to be aware of the different personal and professional experiences and tensions that will be evident between the groups, and adapt his or her teaching style accordingly.

The materials are designed to encourage a transformation of these individual learner values, through the three As of adult learning:¹

- *awareness* of the learner's own values, knowledge, feelings or behaviour with an acknowledgement that there may be a different way of looking at things
- *analysis and acceptance* of the new information and values, leading to
- *action*: putting the ideas into practice.

In order to help the learners best learn, the tutor/mentor needs to validate each learner's feelings, and encourage a re-evaluation of values and beliefs, looking for heightened self awareness which will lead to changes in behaviour. Learning is best facilitated when the learner takes responsibility for his or her learning and discoveries and chooses their own direction. Learning which involves the whole person – feelings, values, strategies, concepts and skills, is the most pervasive and lasting.^{2,3}

Learners will need to be involved in their own learning. A well known educator once said that people remember:

- 10% of what they hear
- 50% of what they see
- 90% of what they do.

These workbooks aim to support learning through being holistic, learner centred and flexible. They aim to support *learning through doing*.

Learning Styles

‘Tell me and I will forget; show me and I may remember; involve me and I will understand.’
(Motto on Redzebra T Shirt)

We all have different learning styles. Each learner will also come to the programme with a lifetime of experience, their own educational history, a particular cultural and language background and their own individual learning style. These will all influence their ability to learn.

- *Dynamic learners* – learn best through trial and error, and prefer to discover things for themselves. They like taking risks.
- *Analytic learners* – want to know what the experts think first, they like reading and theories.
- *Common-sense learners* – learn best through problem solving. They like to work practically, and want only the basic facts.
- *Imaginative learners* – like to reflect, and learn best through listening to others and discussing ideas. They have an aptitude for brainstorming and seeing things from many perspectives.

PRP recognises that all learning styles are valid, and that all learners need to be taught in all four ways in order to be comfortable and successful. Each style will be recognised within each workbook.

Successful Learning

Learning occurs best when mentors and tutors facilitating groups are in order of preference: indirect, warm, enthusiastic, honest, flexible, organised and with good communication skills.

Adult learners:

- like their tutor/mentor to like and trust them, speak well of them, and try and develop a warm relationship
- like their tutor/mentor to be indirect so that they can discover things for themselves and make their own decisions
- expect tutors and speakers to be cognitively organised, able to demonstrate a good grasp of what they know and present information clearly and logically. They need to be able to clarify and reflect on issues arising during the course
- would prefer that leaders tell them what they know and don't know, and give feedback that is genuine
- want their concerns to be heard, so tutors/mentors need to be able to listen actively and respond appropriately
- need leaders to be able to deal flexibly with presenting issues and show enthusiasm for the people, and ideas, that they are teaching.

Workbook Activities

All of the activities can be completed individually, in pairs, or in a group. If working in groups, first check out some group rules that everyone feels comfortable with. Here are some common responses:

- trust
- confidentiality
- honesty
- no judgements
- no personal comments/criticisms
- allow people time
- no interrupting
- be willing to have a go!

If the activity calls for role play, groups could be made up of three learners in each. One to play the role of speaker, one the listener, and one the observer of the interaction. Ample time should be allowed for group work, feedback and discussion.

Copyright

PRP is not available for purchase as part of a tutor's pack only. A set of material must be purchased for **each** learner embarking on a programme or course of which this material forms a whole or a part. The use of this material to enhance a course without purchasing learner's material for each learner attending the course infringes the copyright, which Radcliffe is obliged to protect. Therefore, the material cannot be photocopied, reproduced in any way or used by a group as a single resource or for reference purposes.

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References

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2. Clarke JI. *Who, Me Lead a Group?* San Francisco: Harper and Row; 1984.
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Appendix A

Assignment Tips (PRP Parts 1, 2 and 3)

To help you towards success

The topic for the assignment should be agreed between you and the course tutor/mentor. You may choose a procedure that is already in place and look at how it could be improved or a new idea you have learnt from the course, such as; 'Making better use of the notice board' or 'How to communicate more effectively in the workplace'.

The planning for the assignment should start as soon as possible, so that you can work on it as you progress through the course.

The assignment should:

- identify a problem in the workplace and find a solution, or review an existing procedure
- present a solution which is workable and relevant
- not involve large amounts of additional expense or resources
- identify any additional issues which could arise as a result of the changes if they were implemented
- include reference to the workbooks which assisted in this assignment
- be hand written or typed, but not presented as photographs with statements
- be your own work and not a solution identified at a meeting or by another member of staff
- be different from other learners' assignments at the same workplace
- be approximately 500 words in length (one and a half sides of A4 paper).

The assignment needs three sections, an *introduction*, a *middle* and a *conclusion*.

- **Introduction** – a brief introduction into what you would like to change or implement and why.
- **Middle** – this is the main body of the assignment and should include the names of the workbooks that have been most helpful to you with your work.
- **Conclusion** – this is the final part of the assignment and should summarise your conclusions to what changes are needed, or an implementation plan.

Good luck and we hope you enjoy the programme.

Appendix B

Assignment Marking Criteria

The *Tips to help you towards success* suggests that assignments should have certain qualities. The assignment should:

- identify a problem in the workplace and find a solution or review an existing procedure
- have a solution which is workable and relevant
- not involve large amounts of additional expense or resources
- identify any additional issues which may arise as a result of the changes if they were to be implemented
- include reference to the workbooks which assisted in this assignment
- be hand written or typed
- be the learners own work and not a solution identified at a meeting, or by another member of staff
- be different from other learners' assignments at the same workplace
- have a clear structure; a beginning, middle and conclusion
- be around 500 words in length (approximately one and a half sides of A4 paper)

We have used these 'tips' as the core to the marking criteria.

1 - Unsatisfactory

This assignment is referred to the learner for more work that would make it satisfactory. It may be unsatisfactory because of lack of structure, insufficient material, lack of recommendations or illogical recommendations (as often happens when learners set out to justify their original ideas rather than take an objective view of the topic).

Learners will be invited to incorporate the examiner's comments in a rework of their assignment before resubmission.

2 - Satisfactory

This assignment tackled a topic that seemed to be of value to the workplace and was one that has not been looked at for some years or was a review of an existing system. The assignment had a structure, and appropriate recommendations. Assignments at this level are satisfactory or border-line.

3 - Good

This assignment tackled a topic that seemed to be of real value to the workplace. The topic was one that has not been looked at for some years or was a review of an existing system. The assignment had a clear structure, methodical approach, consistent style and appropriate and logical recommendations.

4 - Very Good

This assignment tackled a topic that seemed to be of great value to the workplace. The topic was one that has not been looked at for some years or was a thorough review of an existing system. The assignment had a clear structure, methodical approach, consistent style and appropriate and logical recommendations; it was also presented in a clear, professional manner, with obvious pride taken in it's preparation.